DOCUMENT RESUME

ED 212 729 UD 022 082

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TITLE Strand III: Social Conflicts. Multicultural Education. Grades 4-6.
INSTITUTION Pomona Unified School District, Calif.
PUB DATE Aug 80
NOTE 72p.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Conflict Resolution; Cultural Differences; Curriculum Guides; Elementary School Students; *Ethnocentrism; Intermediate Grades; *Multicultural Education; *Racial Bias; Racial Segregation; Social Bias; *Social Discrimination; *Stereotypes

ABSTRACT

This multicultural curriculum guide for grades four through six examines specific areas of social conflict (prejudice, discrimination, and segregation) and possible solutions based upon various problem solving and conflict management techniques. The guide consists of three curriculum units (pretests/posttests, preliminary activities, and social conflicts curriculum units) for each of three major objectives. The objectives are: (1) student recognition of forms of prejudice and discrimination; (2) student explanation of how forms of prejudice and discrimination can lead to segregation and social conflicts; and (3) student utilization of problem solving techniques. Separate directions for teacher and student are stated in the preliminary activities section and in the curriculum units. The curriculum units section describes sample teacher directed activities and individual student activities. Appendices include a glossary, bibliography, and etymological commentaries on the concepts of prejudice, discrimination, and segregation as well as strategies for dealing with confrontation. (JCD)

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STRAND III

SOCIAL CONFLICTS

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August 1980

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STRAND III

SOCIAL CONFLICTS

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STRAND III - SOCIAL CONFLICTS

Introduction

Each student lives in many worlds--the worlds of his family, his community, his peer group, and his ethnic and religious environment. In discussing young people's early attempts to find out what kind of people they are going to be, Mary Ellen Goodman quotes E. H. Erikson in her book, Race Awareness in Young Children. Erikson says a child "...begins to make comparisons and is apt to develop untiring curiosity about differences...." Goodman adds that:

1. "They are perceiving (registering) the objective features of people, things, and behavior, and making classifications on the basis of these perceptions;

2. "They are learning to like the things that other people like, and to dislike the things other people dislike.

"The first process, perceiving and classifying, inevitably extends to features and groups which the adult world calls 'racial'."

A viable multicultural curriculum must assist students to develop a positive self-image as well as speak to the elimination of invisible walls of race, color, religion, sex, prejudice, discrimination, and socio-economic barriers that separate human beings from each other.

Strand III was developed in an attempt to address openly the specific areas of Social Conflict, which include prejudice, discrimination, and segregation. This was done by examination to understand some of their causes and by exploring ways of reducing their effects through the introduction of Problem Solving and Conflict Management Techniques.

We are grateful to Dr Shutt, Director of Educational Services, Bonita Unified School District, who granted our committee special permission to revise the Goals and Major Objectives (developed by his committee in 1972), to meet the present needs of our district.

DIRECTIONS FOR USING THE GUIDE

The Strand III guide consists of three major parts. They are:

1. Pre/Post Tests for Major Objectives A, B, C.
2. Preliminary Activities for Major Objectives A, B, C.
3. Social Conflicts Curriculum Units.

Start by giving the students the Pre/Post Test for Major Objective A. If the majority of the students do not receive 80% on the test, proceed with the Preliminary Activities for Major Objective A, selecting activities appropriate for your students. Once these preliminary activities have been completed satisfactorily, the students should <u>again</u> take the pre/post test for this objective before going further.

(Note: The function of the Preliminary Activities is to <u>prepare</u> the students for the Social Conflicts Curriculum Units. The pre/post test is used to determine their readiness to go on to the Curriculum Units.)

After the students have mastered the test, proceed to the Social Conflicts Curriculum Units for Major Objective A. You will note that there are <u>three</u> curriculum units for each major objective. (See the page entitled "Outline of Objectives for Strand III: Social Conflicts.")

Follow this same procedure with Major Objectives B and C.

PRELIMINARY ACTIVITIES

FOR

MAJOR OBJECTIVES A, B, C

Strand III: Social Conflicts

Major Objective A: The student will recognize forms of prejudice and discrimination.

Note: The following discussion topics and activities are to precede the Curriculum Objectives for Major Objective A. The topics to be explored are:

I. Differences
II. Individual Feelings and Attitudes
III. Prejudice
IV. Discrimination

I. DIFFERENCES

Teacher

1. Define the term "difference." (see glossary)

2. Discuss the following with the students:
   a. differences among objects, plants, and animals
   b. types of differences among people (physical, social, racial, cultural, etc.)
   c. differences among families, family members, and groups
   d. treatment of people who are different,(people who are fat, wear braces, are different ethnically, etc.)
   e. Gordon Allport's Five-Step Notion of How People React to Differences:
      (1) name-calling - first we call names
      (2) avoidance - then we avoid; don't share in games
      (3) discrimination - we do not invite people in
      (4) physical abuse or attack - we fight
      (5) extermination - we destroy

Student

1. Pick two objects or animals and tell how they are different.

2. Tell how you are different from another person (i.e., family member, classmate).

3. Identify differences between groups named by the teacher.

4. Verbalize beliefs you have about people who are different.

5. Read popular children's stories which deal with the negative treatment of those who are different (i.e., The Ugly Duckling, Cinderella, etc.) and report to the class.

6. Give examples of people in history who have been excluded or treated negatively because of their differences.

   Examples: Rosa Parks - refused to ride in back of bus
   Susan B. Anthony - fought for women's suffrage
   Edison Uno - served time in a Japanese relocation camp

7. Role play situations depicting negative reactions to differences in a person and/or group.

II. INDIVIDUAL FEELINGS AND ATTITUDES

Teacher

1. Discuss the feelings of "like" and "dislike."
2. Define and discuss the term "attitude." (see glossary)

Student

1. Verbalize about things you like and dislike. Discuss reasons.
2. Make "I Like" and "I Don't Like" illustrated booklets. Share them with the class.
3. Look at pictures of various foods, animals, etc. and give reaction to each.
4. List one "like" and one "dislike" for categories named by the teacher (i.e., colors, clothes, toys, etc.)
5. Give an example of a personal attitude (towards something or someone which is good and one which you would like to change.
6. Discuss ways that feelings you have can affect others.

III. PREJUDICE

Teacher

1. Define and discuss the term "prejudice." (see glossary)

2. Discuss prejudice which is harmless to others and prejudice which is harmful to others.

3. Read and discuss a children's story depicting a "prejudiced" attitude towards something or someone, (i.e., The Unfriendly Book by Charlotte Zolotow).

4. Present films (such as "Eye of the Storm") dealing with "prejudice" for discussion. (films in A. V. Department)

5. Provide "new" experiences for the students and use their reactions as a basis for discussion.

   Examples: (1) Present a new and different kind of game at P.E. time.
   (2) Cook a common food in a distinctly different way for the class to taste.

6. Use everyday occurrences to spur discussion on prejudice; i.e., negative reaction to a girl team captain during P.E.

7. Present simple situations involving prejudice. Have the students identify the attitude of prejudice in each.

8. Show how name-calling is sometimes an indication of a prejudiced attitude.

Student

1. Give an example of a prejudiced attitude which is harmless and one which is harmful.

2. Name one prejudice you have and would like to change.

3. Describe a situation in which someone showed a prejudiced attitude towards you.

4. Discuss the attitude of prejudice presented in a story (commerical or teacher-made).

5. Write a dialogue involving an attitude of prejudice.

6. Give possible reasons for the prejudices people have.

7. Discuss the results of prejudiced attitudes towards people or groups.

IV. DISCRIMINATION

Teacher

1. Define and discuss the term "discrimination." (see glossary)
2. Discuss the ways in which discriminating is harmless and the ways in which it is harmful.
3. Bring in several kinds of flowers (or objects such as colored blocks, etc.). Have students distinguish between the flowers on the basis of size, color, etc.
4. Discuss ways a person might discriminate among:
   a. fruits in a supermarket
   b. paintings in an art museum
   c. bicycles in a bike shop
   d. books in a bookstore
   e. etc.
5. Discuss the relationship between prejudice, (an attitude) and discrimination, (an act).

Student

1. Give examples of ways you discriminate (harmlessly) in everyday life.
2. Describe acts of discrimination which might occur in the classroom and/or on the playground.
3. List ways people discriminate against each other.
4. View and discuss films showing acts of discrimination.
5. Name one prejudice you have and tell how it could lead to an act of discrimination.
6. Depict a scene showing an act of discrimination.
7. Give examples of discriminating acts which have occurred in history.
8. Role play a situation showing an act of discrimination against a person or a group.

Strand III: Social Conflicts

Major Objective B: The student will explain how forms of prejudice can lead to segregation and social conflicts.

Note: The following discussion topics and activities are to precede the Curriculum Objectives for Major Objective B. The topics to be explored are:

I. Stereotype

II. Segregation

I. STEREOTYPES

Teacher

1. Define and discuss the following terms: individual
   characteristic
   myth
   fact
   stereotype

   (See glossary for definitions).

2. Distinguish between a group characteristic and an individual characteristic.

3. Read a mythical story and a factual story to the class. Discuss the characteristics of each.

4. Discuss the faulty concepts behind the words often used in stereotyped statements, (i.e., they "always," they "all," "everyone knows").

5. Give examples of stereotyped statements of a general nature.

   Examples: (1) Sony products never work properly.
   (2) All green books are good books.

6. Give examples of stereotyped statements about groups of people, (i.e., religious or ethnic groups).

7. Discuss the origin of stereotypes about ethnic or racial groups. (Stereotypes are based on people's perception of differences).

8. Explain how stereotypes about groups can lead to misunderstandings and social problems.

Student

1. Define the terms individual, characteristic, myth, fact, and stereotype in your own words.

2. Name one of your individual characteristics.

3. Name a characteristic you share with a group.

I. STEREOTYPES - (Continued)

4. Write a paragraph explaining the difference between myth and fact.

5. Give an example of a statement which is mythical and one which is factual.

6. Verbalize beliefs you have about people who are different.

7. Give three examples of stereotypic statements.

8. Read several stereotypic statements about an ethnic group (presented by the teacher) and tell how each:

   (a) overlooks the individuality of members in the group.

   (b) interferes with good human relations.

   (c) can lead to social problems.

II. SEGREGATION

Teacher

1. Define and discuss the term "segregation." (see glossary)
2. Explain that racial segregation is usually based on prejudiced attitudes or stereotypes about a racial group.

Student

1. Give examples of segregation which could (hypothetically) occur in the classroom or on the playground.

   Examples: (1) Girls can only play '' grassy area of the playground.

   (2) The fourth graders in a 4-5 combination class must sit in the back of the classroom.

2. Cite examples of segregation which have occurred in history.
3. Bring in current newspaper articles showing examples of segregation. Share them with the class.
4. Prepare and present a puppet show or a skit about a historical act of segregation, (i.e., The Rosa Parks incident).
5. Give reasons why racial segregation should be eliminated.

Strand III: Social Conflicts

Major Objective C: The student will utilize techniques for solving problems which may arise in the school and community.

Note: The following discussion topics and activities are to precede the Curriculum Objectives for Major Objective C. Techniques in problem solving and conflict management will be explored.

PROBLEM-SOLVING AND CONFLICT MANAGEMENT TECHNIQUES

Teacher

1. Define and discuss the following terms: problem
   conflict
   confrontation
   consensus

   (See definitions in glossary).

2. Discuss the seven steps for solving a problem.
   a. identify the problem
   b. analyze the problem
   c. brainstorm for solutions
   d. design plans for action
   e. forecast consequences of intended actions
   f. take action
   g. evaluate action

3. Discuss the following points about conflict management:
   a. Conflict is natural, a result of differences in perception.
   b. Confrontation is dealing with a conflict face-to-face. This is the most effective means of handling a conflict situation.
   c. Consensus is the desirable goal of confrontation.
   d. Mediation (by a third party) is helpful.
   e. The initial focus in a conflict should be on points of agreement.

4. Discuss Marc Robert's Strategies for Dealing With Confrontation. (see Appendix)

5. Point out that every problem has several possible solutions and every conflict has two sides.

6. Utilize everyday problems which occur in the classroom and/or on the playground for discussion.

7. Present hypothetical problems for the students to solve.

8. Show open-ended films dealing with problems to generate discussion and to give the students the opportunity to practice the steps in problem-solving. (The "In and Out" film series is available in the A.V. Department.)

PROBLEM-SOLVING AND CONFLICT MANAGEMENT TECHNIQUES - (Continued)

Student

1. Describe a problem.
2. Name the seven steps in problem-solving.
3. Give an example of a situation involving a conflict between two or more people.
4. Name several problems or conflicts which might occur at school. Give solutions.
5. Read and discuss the following stories by Charlotte Zolotow. Analyze the problem in each.

   The Quarreling Book
   The Hating Book
   The Unfriendly Book

6. Read The Poor Old Troll and That Awful Cinderella by Alvin Granowsky. Discuss the importance of seeing "the other side" in a problem-situation or conflict.

SOCIAL CONFLICTS

CURRICULUM UNITS

OUTLINE OF OBJECTIVES FOR STRAND III: SOCIAL CONFLICTS

GOAL: Each student will develop an awareness of social conflicts and techniques for solving problems.

Major Objective A. The student will recognize forms of prejudice and discrimination.

Curriculum Objective 1: The student will write his/her reaction to the prejudice and discrimination in a fictitious situation.

Curriculum Objective 2: The student will identify the attitude of prejudice and the act of discrimination in a given story.

Curriculum Objective 3: The student will list five ways in which people show their prejudice.

Major Objective B: The student will explain how forms of prejudice and discrimination can lead to segregation and social conflicts.

Curriculum Objective 1: The student will write his/her reaction to an example of prejudice and discrimination which led to segregation and social conflict.

Curriculum Objective 2: The student will present, in oral or written form, a historical situation involving segregation.

Curriculum Objective 3: The student will analyze examples of prejudice and its relationship to segregation.

Major Objective C: The student will utilize techniques for solving problems which may arise in the school and community.

Curriculum Objective 1: The student will identify the problem in a playground incident and offer one solution.

Curriculum Objective 2: The student will state two possible solutions to a school or community problem.

Curriculum Objective 3: The student will analyze both sides of a current social or racial conflict and suggest possible solutions.

Strand III: Social Conflicts

Major Objective : A. The student will recognize forms of prejudice and discrimination.

Curriculum Objective : 1. The student will write his/her reaction to the prejudice and discrimination in a fictitious situation.

Sample Activity	Additional Activities	Comments
Teacher 1. Review the information in the article, "Prejudice and Discrimination," with the class. (see Appendix) 2. Show the film, "Balablok." 3. Have the students: a. Discuss the film exploring the way differences can lead to prejudice and discrimination. b. Complete the worksheet attached giving their reactions to the film, "Balablok."	Student 1. Pretend you are a shape. Think of all the reasons why your shape is good. Write a story or skit showing what might happen when you associate with different shapes. 2. Write and illustrate a sequel to the film, "Balablok."	"Balablok" (available from AV Department) For additional discussion questions, see "Balablok" - Discussion Topics (attached).

STUDENT WORKSHEET

Name _____

Date _____

BALABLOK

How did the block feel when he met the ball?
Why? _____

_____

_____

Why did the ball call his friends to join him? _____

_____

_____

Tell about the fight between the balls and the blocks. What happened at the end of the battle? _____

_____

_____

_____

What do you think will happen with the triangle? _____

_____

_____

_____

What do you think the film is trying to say? _____

_____

_____

_____

_____

"Balablok" - Discussion Topics

1. Pretend you are a color instead of a person. Tell what is special about your color. Find out what colors your friends have chosen. Tell what is special about their color. Make a picture using only your color. Create another picture using your color and those of your best friends. Which picture do you prefer? Why?

2. Do you have a favorite sports team? How do you feel about other teams when they play against your favorite? How do you feel about members of other teams you play against at school? Why do you think members of opposing teams sometimes get into fights? What do you think can happen when friends play on opposing teams?

3. How do you feel when you meet a new person? How do your feelings change when you get to know them? Can you think of anyone you like now that you didn't like when you first met?

4. What happened in the film when both the balls and blocks became hexagons? Must everyone be alike in order to be friends? How do you think the hexagons felt when they met the triangle? Have you ever felt the same way? Tell about how you felt and what you did.

Strand III: Social Conflicts

Major Objective : A. The student will recognize forms of prejudice and discrimination.

Curriculum Objective : 2. The student will identify the attitude of prejudice and the act of discrimination in a given story.

Sample Activity	Additional Activities	Comments
Teacher 1. Review the information in the article, "Prejudice and Discrimination," with the students. (see Appendix) 2. Discuss the relationship between prejudice and discrimination with the students. (i.e. Discrimination is the result of a prejudiced outlook.) 3. Have the students: a. State orally examples of prejudiced attitudes and/or acts of discrimination. b. Discuss the relationship between prejudice and discrimination. c. Read the story, "Who's on the Team?" (attached) d. Answer the questions at the bottom of the story in complete sentences.	Student 1. Watch an episode of the television series, "All in the Family." Write down two examples of prejudiced statements made by Archie Bunker to discuss with your class. 2. *Read children's literature showing examples of prejudice and discrimination. 3. Prejudge new experiences, (i.e. food) After the experiences, discuss your initial and final reactions.	Student's answers should include: 1. Attitude of prejudice: "Girls can't play baseball." 2. Act of discrimination: Charlie Brown did not pick Lucy, the better player, simply because she was a girl. *Look for appropriate books in your school, district, and public library.

Name _____

Date _____

"Who's on the Team?"

Directions: Read the story. Answer the questions in complete sentences.

Charlie Brown needed one more person to play on his baseball team. He had to pick either Lucy, Linus, or Pigpen.

"Pick me," said Lucy, standing there in her cute sun skirt.

"No!" said the rest of the team. "She's a girl and we all know girls can't play!"

"I can too," said Lucy. "I hit three homeruns last year."

Lucy's friend, Sally, chimed in, "Linus can't play because he won't let go of that stupid blanket. How is he going to catch a ball? And Pigpen doesn't know how to hold the bat."

Charlie Brown just stared at the girls. He knew that Linus would be of no help with that dumb blanket. So he picked Pigpen, saying, "I know he can't hold the bat but Lucy is a girl. And girls can't play baseball!"

1. What is the prejudiced attitude in this story? _____

_____

_____

_____

2. What is the act of discrimination which resulted from the prejudiced attitude? _____

_____

_____

_____

Strand III: Social Conflicts

Major Objective : A. The student will recognize forms of prejudice and discrimination.

Curriculum Objective : 3. The student will list five ways in which people show their prejudice.

Sample Activity	Additional Activities	Comments
Teacher 1. Discuss the article, "Prejudice and Discrimination," with the students. (see Appendix) 2. Have the students: a. Discuss the terms, prejudice and discrimination. b. Read the article, "Recognizing Prejudice." (attached) c. Discuss the ways that people show prejudice.	Student 1. Read and give an oral report on other sections from the book, Ecidujerp Prejudice, by Gersten and Bliss. 2. Analyze your reasons for calling names.	

Recognizing Prejudice

Prejudice is not always easy to see. Most people deny that they are prejudiced, but they joke easily about people from different races or countries. Others try to avoid getting to know people they consider to be "different." Some don't want their neighbors to have a different color or different religion from theirs. They don't want to work or play with anyone who doesn't think about the world in the same way they do. They separate the world into "us" and "them," and they act as if they expect "others" to be "bad," "stupid," "dirty," or even "dangerous."

How do people show their prejudice? Sometimes they fight with those they do not like. Sometimes one group attacks an individual of another group. At other times two different groups fight. More often, however, people separate themselves from those they consider to be "others." They separate themselves in their schools, in their neighborhoods, and in the clubs they join.

An example of this kind of attitude can be found if we look at the way the Japanese were treated in this country around the turn of the century. Many Japanese came and settled on the west coast of the United States during the second half of the nineteenth century. They met with a great deal of prejudice because they looked so very different from most of the people in the towns they lived in. The people on the west coast wanted to separate themselves from these newcomers, and in 1906 the School Board of San Francisco barred all children of Japanese families from the public school system and created special schools for the Japanese students only. Although President Roosevelt made the school board change its mind the next year and admit Japanese pupils under sixteen years of age, he had to promise not to allow any more Japanese workers to enter this country in order to get the school board to keep its word.

What makes people seem "different" to one another is the fact that they don't fit into the same groups. "Others" are simply people who belong to groups that are different from yours. Isn't it strange that we all want to be considered special but that we will not give the same consideration to other people? We see ourselves as one of a kind, but we often will not allow people from other groups the right to be different from us.

The prejudice that the Chinese met with in the nineteenth and early twentieth centuries is a good example of how bad feelings develop because of simple physical and social differences. The Chinese arrived in America during the building of the great railroads. They obtained jobs at the railroad companies and did a great deal of work, laying tracks and clearing land. Without their help, the railroads certainly could not have been built as rapidly as they were. When the railroads were completed, the Chinese tried to find other kinds of work. But jobs were hard to get. People were angry at the Chinese because they thought they had taken jobs away from people who had been born here. The real problem was that the Chinese seemed so different. There was a strong physical difference because the Chinese people kept their national

dress and the custom of wearing their hair in long braids. Because they looked so different, they became an easy target to spot. Gangs used to capture Chinese men and cut off their braids. The prejudice against the Chinese got worse and worse as the Chinese people kept trying to be themselves. Finally the American people just stopped the entrance of any Chinese into this country for a long time.

Source: Ecidujerp Prejudice
by Irene Fandel Gersten
and Betsy Bliss

Strand III: Social Conflicts

Major Objective : B. The student will explain how forms of prejudice and discrimination can lead to segregation and social conflicts.

Curriculum Objective : 1. The student will write his/her reactions to an example of prejudice and discrimination which led to segregation and social conflict.

Sample Activity	Additional Activities	Comments
Teacher 1. Review the information in the article "Segregation" with the class (see Appendix). 2. Show the film "Eye of the Storm". 3. Have the students: a. discuss the film emphasizing how prejudice and discrimination led to segregation and social conflict. b. Pretend they were a part of the class in the film. Tell about the experiment in their own words emphasizing feelings, attitudes, and actions. (worksheet attached)	**Student** 1. With your teacher, plan and participate in a similar experiment in your classroom. 2. Write a skit or puppet show showing how prejudice and discrimination can lead to segregation and social conflict and present it to the younger children at your school.	Film is available from A.V. Department.

STUDENT WORKSHEET

Name_____

Date_____

EYE OF THE STORM

Because my eyes are _____, I felt like part of the _____-eyed group.

Tell how you felt inside, how you felt about others, and how you acted when your group wore the collars.

_____

_____

_____

_____

_____

Tell about the way you felt inside, how you felt about others, and how you acted when you were the superior group.

_____

_____

_____

_____

_____

Strand III: Social Conflicts

Major Objective : B. The student will explain how forms of prejudice and discrimination can lead to segregation and social conflicts.

Curriculum Objective : 2. The student will present, in oral or written form, a historical situation involving segregation.

Sample Activity	Additional Activities	Comments
Teacher 1. Review the article "Segregation" with the class. (See Appendix) 2. Have the students: a. Read the book Rosa Parks. b. Discuss the examples of segregation in the story, focusing on their relationship to prejudice and discrimination. c. Write and present their own version of the story of Rosa Parks and the Montgomery Boycott.	**Student** 1. Write and illustrate the story of Rosa Parks to present to the youngest children at your school. 2. Prepare a "television interview" with the people connected with the Montgomery Boycott. 3. Read newspapers and magazines to find examples of segregation existing today. Share them with the class. 4. Research and report on the life of Dr. Martin Luther King.	Rosa Parks, by Eloise Greenfield is available from District Library.

Strand III: Social Conflicts

Major Objective : B. The student will explain how forms of prejudice and discrimination can lead to segregation and social conflicts.

Curriculum Objective : 3. The student will analyze examples of prejudice and its relationship to segregation.

Sample Activity	Additional Activities	Comments
Teacher 1. Discuss the article "Segregation" with the students. (See Appendix) 2. Have the students: a. read the story "But Names Will Never Hurt?" (attached) b. discuss the prejudice, discrimination, and segregation in the story. c. identify and discuss the conflict between the two boys, especially as it relates to prejudice. d. read and complete the worksheet (attached) e. share their answers in group discussion.	**Student** 1. View the film version of "But Names Will Never Hurt?". (available in A.V. Department) 2. Bring in a newspaper article about a current social conflict involving prejudice. Identify the prejudice and explain why you felt it led to a conflict situation. 3. Research a historical conflict which resulted from prejudice, discrimination and segregation. Report to the class.	

BUT NAMES WILL NEVER HURT?

There was a French Canadian kid who sometimes showed up to play hockey with Mark and his friends. He didn't speak English very well, but he was a pretty nice guy, Mark thought. His name was Jean-Pierre. He lived in Hull, which lies across the river from Ottawa, where Mark lived. Ottawa is in Ontario, which is an English-speaking province. Hull is in Quebec, where they speak mostly French.

Jean Pierre had a round face, with dark curly hair all around it. When you first saw him he looked a little fat--but when he started skating he moved like a swirling wind. He was really fast. Mark always tried to get on his team, because he didn't like to chase Jean-Pierre all around the rink on defense.

But today he was on the other side, and the other guys had a much better team. They were leading 5-0. Nothing was going right. Mark didn't even feel like trying. They were only going to lose anyway. Suddenly there was a collision in front of the net. Five or six kids went flying all over the ice, and before anyone realized it, the puck banged off the boards straight onto Mark's stick. He was away free! He stickhandled toward the other goalie. The guy was a dead duck. About fifteen feet away, he cocked his stick for an unstoppable slap shot--and then somebody came crashing into him from behind, hooking his skate out from under him, leaping onto his back, knocking him flat on his face on the ice.

He slid into the side boards with the other guy on top of him. When they stopped he kicked himself free and looked around to see who had done it. It was Jean-Pierre. He should have known. "You tripped me!" he shouted angrily. He shoved Jean-Pierre in the chest.

"Did not!" Jean-Pierre shouted back.

"You did so! Everybody saw it!"

"Did not!"

"You did so! You purposely stuck your stick between my legs and tripped me."

Jean-Pierre looked confused. Finally he said something in French. Mark didn't understand it but he knew he was saying that he hadn't done anything wrong. Mark got even madder.

"You're lying, you dirty French frog!"

Nobody said anything. Mark looked around at the other boys, but they just glanced away nervously or looked at the ground. Jean-Pierre stared at him. He looked as if he didn't know whether to start a fight or cry--or both.

"What for did you call me that?"

"I don't know. I mean, what's so wrong? Grown-ups say it."

Mark bent down to pick up his stick and gloves. When he looked up again, Jean-Pierre was gone. He was skating toward some steps which led up out of the rink where they played.

"Where's he going?"

"He quit," someone said.

"Well, what's he going over there for?"

"That's where he lives, dumb-dumb. That's the way to Hull. They all live over there."

Mark looked toward the river. He hadn't lived in Ottawa very long, and had only driven past Hull once or twice.

"Oh, yeah," he said.

"Yeah, you don't see any French around where we live, do you?"

On his way home Mark tried to notice if there were any French people in his neighborhood. All he saw were the same stores, streets, and people he always saw. And none of them seemed to be French. At least he had never heard any of them speak French.

At home Mark threw his stick and skates into a closet. His mother was ironing downstairs. He ran down the stairs and sat across from her. "Mom, do French people *have* to live in Hull?" he asked.

"No."

"Then what do they live there for?" Mark thought of the small, grimy houses you could see from the Ottawa side of the river. "I sure wouldn't want to live there. I mean, it's nice around here. Why don't they move around here?"

His mother laughed. "Well, sometimes they can't afford to, which applies to a lot of English Canadians, too. But I think mostly they don't because they wouldn't feel comfortable here. They know that some of the English people wouldn't like it if French Canadians moved in."

"Why not?"

"Well, some people are prejudiced against the French. They think they're dirty, and nasty, and bring crime wherever they go, and things like that."

"Is it true?"

"No."

"Then what do they believe it for?"

"They're afraid of them because they speak a different language and have a few different customs. You know, there are always people who hate blacks or Jews or Italians or Indians or old people or people with long hair--just because they're different in some way. Don't tell me you've never heard of prejudice."

"Of course I've heard of prejudice. I just think it's really dumb. Like I'm not prejudiced at all. I don't hate anybody because they're different."

"I hope not. I'd certainly hate to hear you calling people frogs or niggers."

Mark felt himself turning red. He jumped up and turned toward the stairs, hoping his mother wouldn't notice. In his imagination he could see Jean-Pierre looking at him, asking why he had said what he'd said. He felt bad about it--because he really wasn't prejudiced. It was all a big mistake.

He thought about it most of that afternoon. Even though he knew that he wasn't prejudiced, he realized that Jean-Pierre might think he was. After all, he had called him a dirty French frog. If you didn't know that he hadn't meant it, it might sound like he really hated French people. Finally he decided to go to Hull to apologize to Jean-Pierre, and he felt better than he had all day.

The sky was darkening as if it were going to snow again, as he crossed the bridge. Hull looked cold and dirty on the other side. It was the first time he had ever really looked at it. The houses and stores were much closer together and smaller than in Ottawa, he noticed. The streets were also a lot narrower, and harder to see down. In some ways it didn't look like Canada at all. It looked like a foreign country. Some stores were flying that funny Quebec flag with those weird designs. Somebody told him once that people who flew that flag did it to show they hated English Canadians. They must be really mean people, he thought. Not like people he knew. As he reached the other side he almost decided to go back. But then he reminded himself that he wasn't prejudiced and that there was nothing to be afraid of.

After crossing the bridge, Mark turned to the right. He remembered once Jean-Pierre had mentioned that his family owned a small restaurant on the main street that faced the river. Pulling his collar tighter around his neck, Mark started down the street, looking in the windows of every cafe and restaurant he passed. Sometimes strange faces looked back hard at him. They scared him a little. After the fifth or sixth block, or maybe the eighth (he had lost count) he saw Jean-Pierre. He was sitting by himself at a table in a small, dingy cafe. It had only eight tables and a counter and was practically empty.

Mark opened the door and went in. Jean-Pierre glanced toward the front, then quickly turned away, pretending he hadn't seen Mark. He did not even turn his head until Mark was standing right next to him.

"Hey, Jean-Pierre, I came to apologize. I didn't mean it. I'm not prejudiced. OK?"

Jean-Pierre said something in French. Mark did not understand it, but he could tell from the way the words had been spit out that it wasn't OK.

"What?" he asked nervously.

"I don't believe you! You are so prejudice!"

"I am not."

Jean-Pierre jumped up. He kicked his chair away and it fell over with a clatter. "You are so prejudice! All English are prejudice! You all stink! You make us learn English, but you won't learn French! English makes me sick--all of them. You specially."

"I said I was sorry."

"I don't care! And you better not come around here again, because my brother is going to get you. And he's seventeen years old. I'm going to call him now."

Jean-Pierre walked quickly toward the back of the restaurant. Mark felt a twinge in his stomach. He wanted to call after Jean-Pierre, to tell him he was wrong, but the words wouldn't come out. As he watched the French boy disappear into the back room he suddenly realized that he had better get out of there--fast! If Jean-Pierre's brother caught him he'd get beaten up for sure.

Mark turned and ran out of the restaurant. Outside, he looked up and down the street. They'll figure I'll go back the fastest way, he thought. But I won't. He ran to the right, away from the bridge. Almost immediately a tall, tough-looking teenager stepped out of a doorway and blocked his path.

The teenager spoke sharply in French. Mark backed away, looking around frantically for a place to run. The older kid looked as if he were getting ready to grab him and hit him. Mark decided to make a run for it. The teenager said something as Mark dashed by, but to Mark's relief he didn't chase after him. Quickly, Mark raced into an alley, out of the teenager's sight. When he looked back he could see people crossing by on the street, but no one coming in his direction.

He started down the alley. Instead of running straight through to another block, the alley turned several times. This whole place is crazy, Mark thought. Finally it came out on a street that seemed to go nowhere near the main road. There was nothing at either end of it that he recognized. He couldn't even tell which direction it ran. Besides, the houses were so close to the sidewalk he couldn't see anyway.

All around him people were streaming past. They walked rapidly, with sour, unfriendly expressions on their faces. They were all in a hurry to get in out of the cold. Mark hesitated, then walked slowly up the street, looking for a clue that would tell him where he was. But all he saw were signs he couldn't read, and names he couldn't understand. He felt frightened. He was never going to find his way out. He came to a corner--the street signs read "Cremazie--Montcalm." He had never heard of either of them.

An old man coming out of a cigar store stopped to look at him. Mark took a deep breath. "Do you speak English?" he asked.

The old man shrugged and said something in French. Mark couldn't understand a word. It sounded like a monkey gibbering. Now he really began to get scared. His teeth began chattering. The day was getting colder, and he wanted to get home. It would be dark in a little while. He stopped other people--a store owner, a guy who sold hot dogs, a Chinese guy. Nobody spoke English. They all looked at him like he was crazy.

"Why aren't there any English people around," he muttered angrily. "There's nothing but *them* here. What's the matter with this place? I hate it."

He started to run. Up ahead a cluster of lights looked like a main intersection, but when he got there it turned out to be a large shopping center. The buildings were far across a huge parking lot. He stood at the edge, wondering what to do. Then he spotted a black man in the parking lot. He wore a uniform. He might be a cop, Mark thought. And he knew cops had to speak English. Or at least he thought they should have to.

"You speak English, don't you? How do I get back to Ottawa?"

The black man looked blankly at Mark. He said something softly in French. He wasn't a cop after all, Mark thought bitterly. Just some kind of ticket taker or something. He wasn't even Canadian.

Lousy, dumb foreigners! Mark felt like shouting. Why don't they learn to speak English? Canada is an English-speaking country. They shouldn't let them in the country unless they can speak English!

He glanced around. There were nothing but French signs, French billboards, French advertisements, French newspapers for sale. Even the candy wrappers and papers in the gutter all had French writing. Not a word of English anywhere. They ought to make them learn English, Mark thought. No wonder people say the French are stupid frogs. They are. Somebody should tell them this is an English-speaking country. If they don't like it here they can all go back to France. He was running down the street again, trying to keep from crying.

He looked around. Without noticing it, he had wandered into a residential area. The stores, except for a corner grocery or two, had vanished. Small houses, covered with dirty snow, surrounded him. French women, bundled up against the cold, brushed past him, carrying things home from market. Cars splashed slush on him, and the drivers looked out angrily, not caring what they did. Mark knew one thing. When he got back home, he was never going to have anything to do with anything French again. Never. He was never going to speak to a French person, never go to Quebec, never eat French food, never even buy anything made by French people. He hated the French. He hated everything about them.

"Eh, Mark," someone called.

Mark turned. Jean-Pierre was walking toward him. Mark waited uneasily. Even though he hated Jean-Pierre, somehow he was really glad to see him.

"You lost?"

"Yeah," Mark admitted.

"No wonder, you're going the wrong way. Why didn't you ask somebody?"

"I don't know. I couldn't find anybody to ask."

As soon as he saw the unbelieving expression on Jean-Pierre's face Mark felt silly. Maybe he could have found somebody.

"Couldn't find anybody?" Jean-Pierre asked. He looked around the street. Several people were in it--mothers walking their babies, kids, playing in the snow, men on their way home from work, people shoveling their walks, delivery men, neighbors standing and talking. One or two of them waved to Jean-Pierre when they saw him looking in their direction. Now, when Mark looked at them, they seemed like ordinary people. They didn't look so scary after all. Suddenly he felt a lot better. A lot more relaxed. "These people are all my friends," Jean-Pierre said. "You could ask any of them. Even if sometime they don't speak English, they would show you where to go."

Mark felt embarrassed. He had been too scared to actually try to make anyone understand what he wanted. Maybe he should have tried harder. After all, they were really no different than the people he knew at home. Hull wasn't so bad, once you got to know it a little.

"Maybe you should learn some French if you want to visit us. Anyway, the bus for Ottawa is over there."

Jean-Pierre pointed up the street. At the corner Mark saw a sign for a bus stop. He had gone right by it before.

"Thanks," Mark said.

They looked at each other for a few moments.

"Are you going to play tomorrow?" Mark asked.

"I guess so."

"OK. See you later."

"Au revoir," said Jean-Pierre.

Source: Stories From Inside/Out
by Ken Sobol

Student Worksheet

NAME_____

DATE_____

BUT NAMES WILL NEVER HURT?

Directions: Respond in complete sentences.

1. What did Mark say that showed a prejudiced attitude towards Jean-Pierre?

_____

_____

2. According to Mark's mother, what causes prejudice?

_____

_____

3. Give two reasons why the French-Canadians do not live in the English City of Ottawa?

(a) _____

_____

(b) _____

_____

4. What did Jean-Pierre say that showed his prejudice towards English people?

_____

_____

5. What do you feel caused Mark's and Jean-Pierre's attitudes of prejudice?

_____

_____

_____

_____

6. Give two examples (from the story) that show how the separation of the French-Canadians and the English-Canadians reinforced attitudes of prejudice?

(a) _____

_____

(b) _____

_____

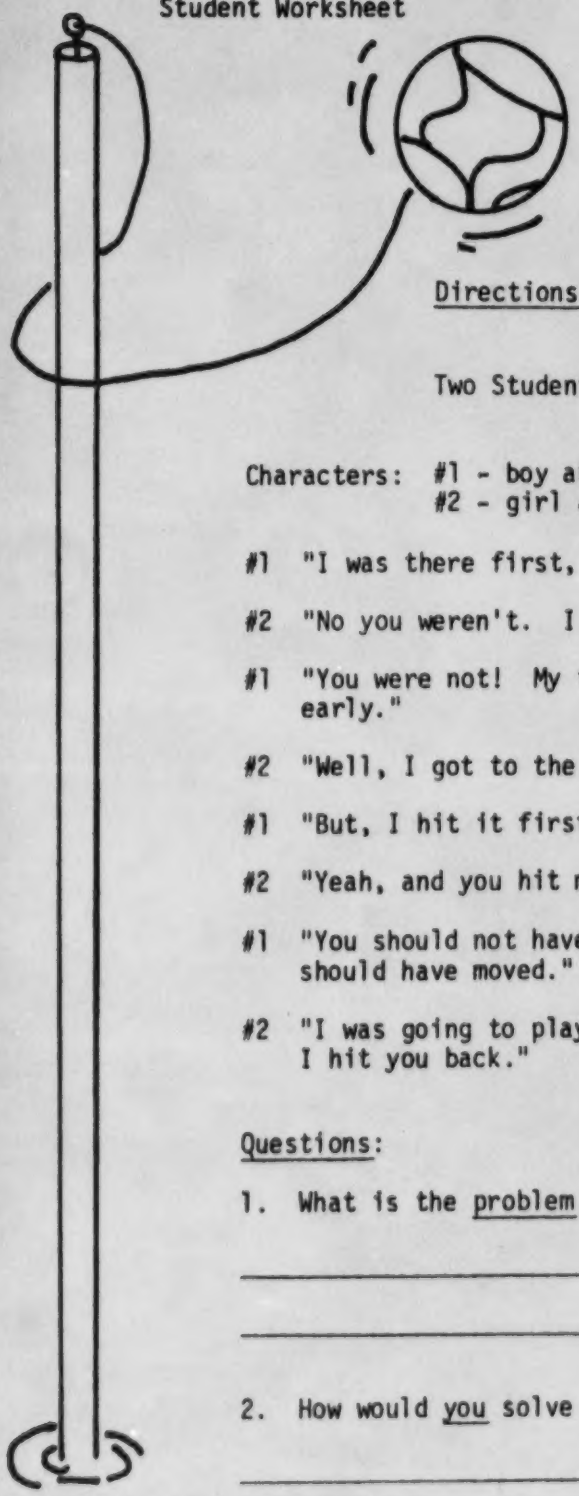
Strand III: Social Conflicts

Major Objective : C. The student will utilize techniques for solving problems which may arise in the school and community.

Curriculum Objective : 1. The student will identify the problem in a playground incident and offer one solution.

Sample Activity	Additional Activities	Comments
Teacher 1. Define and discuss the term, problem. (see the glossary) 2. Discuss with the students: a. The seven steps for solving a problem giving particular emphasis to steps 1, 2, and 3. (see preliminary activities) b. The importance of step number one, identifying the problem. c. How the initial problem can be clouded or lost by the ensuing arguments and/or actions of the participants. d. The manner in which one disregards irrelevant information when trying to identify the problem in a given incident or situation. 3. Have the students read and complete the worksheet. (attached)	Student * 1. View and discuss films showing problem situations: "Getting Even" (Magic Moment Series) "Getting Even" (Inside/Out Series) "What Should I Do? - The Fight" "Watch" 2. Utilize the problem - solving steps to solve problems which occur on your playground. 3. Read a story where a problem is presented and solved. Discuss the procedure used to solve the problem. 4. In a small group, write a script involving a problem situation and role-play it for the rest of the class. Ask the class to identify the problem and offer possible solutions.	*Films are available in the AV Dept.

Student Worksheet



Name _____

Date _____

Directions: Read the dialogue between the two students. Answer the questions.

Two Students Arguing on the Playground

Characters: #1 - boy about 7 years old
#2 - girl about 8 years old

#1 "I was there first, so I should play first!"

#2 "No you weren't. I was there first!"

#1 "You were not! My teacher has yard duty and we came out early."

#2 "Well, I got to the tetherball before you."

#1 "But, I hit it first."

#2 "Yeah, and you hit me in the head with it."

#1 "You should not have been standing so close to the pole. You should have moved."

#2 "I was going to play with it. But, you hit me in the head, so I hit you back."

Questions:

1. What is the problem in this situation?

_____

_____

2. How would you solve the problem?

_____

_____

_____

Strand III: Social Conflicts

Major Objective : C. The student will utilize techniques for solving problems which may arise in the school or community.

Curriculum Objective : 2. The student will state two possible solutions to a school or community problem.

Sample Activity	Additional Activities	Comments
Teacher 1. Define and discuss "problem." (see glossary) 2. Review with the students the seven steps in problem solving. (see Preliminary Activities) 3. Have the students: a. Read "School Problem - Social Conflicts." (attached) b. Discuss the problem using the seven steps in problem solving. c. Complete worksheet (attached) indicating two possible solutions to the problem.	Student 1. View and discuss films showing problem situations: "Getting Even" (Magic Moments Series) "Getting Even" (Inside/Out) "What Should I Do - The Fight" "Watch" 2. Describe the problem from one of the films and give several possible solutions.	Films are available from AV Dept.

School Problem - Social Conflicts

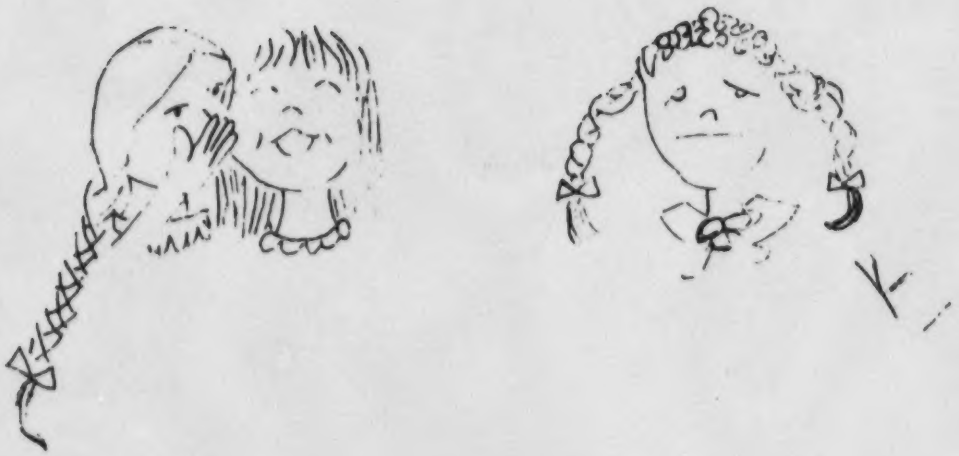
Linda, Elizabeth, and Shelly were eating their lunch on the school lawn. Linda and Elizabeth began to whisper to each other and to giggle. Every now and then they'd look in Shelly's direction and then whisper and giggle some more.

Shelly asked, "What are you talking about?" The other girls continued to whisper. Shelly asked them again and they still didn't answer. Suddenly she jumped up and slapped Linda across the face. Linda became angry and hit back. Elizabeth joined in and the fight began.

Student Worksheet

Name _____

Date _____



School Problem - Social Conflicts

Directions: Write two possible solutions to the school problem you just read about.

1. _____

_____

_____

_____

2. _____

_____

_____

_____

Strand III: Social Conflicts

Major Objective : C. The student will utilize techniques for solving social problems which may arise in the school and community.

Curriculum Objective : 3. The student will analyze both sides of a current social or racial conflict and suggest possible solutions.

Sample Activity	Additional Activities	Comments
Teacher 1. Develop a brief history of a current social or racial conflict with special attention to the position of both sides. 2. Have the students: a. Analyze positions and arguments on both sides looking for examples of prejudice and discrimination. (worksheet attached) b. Using the understandings developed from the analysis, suggest several possible solutions.	**Student** 1. Bring in an article from a newspaper or magazine about a current social or racial conflict and discuss it with the class. 2. Write an analysis of a current social or racial conflict you choose suggesting possible ways to resolve the problem. 3. Role play a social conflict situation after discussing feelings and prejudices on both sides. 4. Discuss ways to overcome prejudice, discrimination, and segregation. 5. Design a poster which makes a statement against prejudice, discrimination, and/or segregation.	

Student Worksheet

Name _____

Date _____

Tell about both sides of the conflict in your own words. _____

_____

_____

_____

_____

Prejudices I see on both sides are: _____

_____

_____

_____

_____

I think the problems between them could be solved by: _____

_____

_____

_____

_____

PRE/POST TESTS

AND

ANSWER KEYS

FOR

MAJOR OBJECTIVES A, B, C

MAJOR OBJECTIVE A

Pre/Post Test

Mastery = 80%

Raw Score	1	2	3	4	5	6	7	8	9	10
Percent %	10	20	30	40	50	60	70	80	90	100

Match the terms with the definitions. Write the correct letters on the lines.

1. difference _____
2. attitude _____
3. prejudice _____
4. discrimination _____

a. a preconceived judgment or opinion

b. factor that distinguishes one object or person from another

c. making a difference in treatment on a basis other than individual merit

d. a feeling towards a fact or object

5. Tell how a banana and a pear differ.

_____

_____

6. Use the words attitude or act to complete each sentence.

Discrimination is an _____.

Prejudice is an _____.

7. Give an example of a prejudice which is harmless.

_____

_____

8. Give an example of a prejudice which is harmful.

_____

_____

9. Give an example of a harmless form of discrimination.

_____

_____

10. Give an example of a harmful form of discrimination.

_____

_____

MAJOR OBJECTIVE B

Pre/Post Test

Mastery = 80%

Raw Score	1	2	3	4	5	6	7	8	9	10
Percent %	10	20	30	40	50	60	70	80	90	100

Match the terms with the definitions. Write the correct letters on the lines.

1. individual _____
2. characteristic _____
3. myth _____
4. fact _____
5. stereotype _____

a. a piece of information based on reality

b. an unfounded belief held by a group of people, or a story explaining nature

c. a single person as distinct from a group

d. an oversimplified opinion held by one group about another group

e. a trait that makes one thing or person different from another

6. Name one of your <u>individual</u> characteristics.

_____

_____

7. Give an example of a characteristic you share with a group.

_____

_____

8. Write a statement which could be classified as a stereotype.

_____

_____

9. Explain the difference between myth and fact.

_____

_____

10. Give an example of <u>segregation</u> (real or hypothetical).

_____

_____

MAJOR OBJECTIVE C

Pre/Post Test

Mastery = 80%

Raw Score	1	2	3	4	5	6	7	8	9	10
Percent %	10	20	30	40	50	60	70	80	90	100

Match the terms with the definitions. Write the correct letters on the lines.

1. problem _____
2. confrontation _____
3. consensus _____

a. dealing with a problem face-to-face
b. reaching an agreement
c. an unsettled question or issue

4. - 10. Sequence the seven steps for solving a problem. Put number 1 in front of the step you would complete first, number 2 in front of the second step, etc.

_____ take action

_____ brainstorm for solutions

_____ identify the problem

_____ evaluate action

_____ analyze the problem

_____ forecast consequences of intended actions

_____ design plans for action

ANSWER KEYS FOR PRE/POST TESTS

Major Objective A Test:

1. b
2. d
3. a
4. c
5. Answers will vary
6. Discrimination is an act. Prejudice is an attitude.
7. Answers will vary.
8. Answers will vary.
9. Answers will vary.
10. Answers will vary.

Major Objective B Test:

1. c
2. e
3. b
4. a
5. d
6. Answers will vary.
7. Answers will vary.
8. Answers will vary.
9. Answers will vary.
10. Answers will vary.

Major Objective C Test:

1. c
2. a
3. b

4-10.
- 6 take action
- 3 brainstorm for solutions
- 1 identify the problem
- 7 evaluate action
- 2 analyze the problem
- 5 forecast consequences of intended actions
- 4 design plans for action

APPENDIX

PREJUDICE AND DISCRIMINATION

SEGREGATION

STRATEGIES FOR DEALING WITH CONFRONTATION

PREJUDICE AND DISCRIMINATION

I. Prejudice

Prejudice comes from the word "prejudge." The Webster dictionary specifically defines the term as a "preconceived judgment or opinion; an opinion without just grounds or before sufficient knowledge." Studying this definition carefully, one can see the danger and disadvantage of prejudiced attitudes. Both the danger and the disadvantage lie in the "preconceived judgment" or the prejudging with little or no knowledge.

Although prejudice is not desirable, (for the reasons stated earlier), it does exist. One can find it in the smallest child, the senior citizen, and everyone in between. Prejudice is an attitude, and people are continually forming and responding to such attitudes every day of their lives. For example, take the small child who expresses an extreme dislike for all green vegetables even though he has not tasted them all. He has only tried one green vegetable on one occasion and didn't like it. The child is exhibiting an attitude of prejudice. He has prejudged all green vegetables to be distasteful.

A prejudice more harmful than the example above is one directed towards a person or a group of people. In this case, one forms an opinion about individuals or groups solely on the basis of a previous experience with someone who was similar in characteristics, (i.e., skin color, ethnicity, religion, etc.), or on the basis of an opinion expressed by a family member, friend, or the media. This form of prejudice influences the way we relate to people, and can lead to discrimination and other problems in a society.

II. Discrimination

The dictionary gives the following definitions for the word "discrimination": (1) making a distinction, distinguishing one like object from another; (2) the act, practice, or an instance of discriminating categorically rather than

individually; and (3) making a difference in treatment or favor on a basis other than individual merit.

The first definition leads us to understand that discrimination is a skill, the skill of making fine distinctions. The prominent art critic who visits an art museum uses the skill of discrimination as he walks from painting to painting making notes on styles, lines, colors, etc. The small child learning to read must develop both visual and auditory discrimination skills in order to become a successful reader.

In the second and third definitions cited above, discrimination is defined more as an overt action than a skill. It is an action or treatment directed towards someone or something; and the action or treatment is not made on the basis of the person's or object's individual merit, but on the basis of their belonging to a particular group or category. This type of discrimination occurs when, for example, a person having a particular prejudice towards a group of people because of their race, language, or religion, etc. treats all of the people in that group in the same manner. His response to anyone he meets from that group is prejudged; and he gives little or no attention to the individuality of the particular person. In other words, he does not use the skill of finely distinguishing between people of seemingly like kind. His response is to categories or labels, and not to individuals. Such attitudes and actions are the basis of racial, religious, and sexual discrimination. Discrimination such as this often leads to social conflicts.

SEGREGATION

Segregation is "the separation or isolation of a race, class, or ethnic group by enforced or voluntary residence in a restricted area, by barriers to social intercourse, by separate educational facilities, or by other discriminatory means". Specifically, segregation exists if a person cannot purchase a house in a certain neighborhood simply because of his skin color or religion. It exists if school district lines are gerrymandered to create separate schools for minorities. It exists if a person is forced to ride in the back of a public bus because of his/her racial background.

When segregation exists in the manners described above, it is usually because of social, legal, and/or economic pressures put on one group of people by another. This kind of pressure often has its roots in attitudes of prejudice - prejudice stemming from both fear and a lack of knowledge and/or understanding. When segregation flourishes, we see the rise of separate ethnic or religious communities such as ghettoes, barrios, Indian reservations, or Chinatowns. In some sections of the country, it has also given rise to separate public facilities (theatres, restaurants) within the same city.

The segregation described above is forced segregation, the result of outside pressure. However, segregation is not always forced. It is often voluntary. Many separate ethnic or religious communities have existed because the people living there had particular social needs which were met by living in their own communities. This is voluntary segregation. One can understand this by looking back in history to the time when large numbers of European immigrants came to the United States. Many of them chose to live together because of similar language, background, cultural traditions, religion, etc. Out of this desire to be with those with whom they shared common characteristics and the desire to preserve their cultural traditions, separate cultural and/or racial communities grew up and perpetuated themselves. This voluntary segregation continues to exist because people still feel the need to be with others of similar backgrounds.

When segregation is forced upon one group by another it can often lead to inequality and other social problems. It creates social as well as physical barriers between people; and these barriers often give rise to and perpetuate bigotry, prejudice, and stereotypes. These barriers limit the chance for people or groups to rid themselves of the fears and misunderstandings about others who are different.

STRATEGIES FOR DEALING WITH CONFRONTATION

Reducing conflict by assisting confronters in hearing each other's points of view may sometimes be accomplished by using one of the following strategies. These are relatively high-risk activities and should be used only after careful planning and consideration of your particular group needs.

Strategy A

This strategy is better suited for use with individuals but can be adapted for use with groups. Here is how it works.

1. Both parties to the conflict are physically separated and asked to write on a sheet of paper as rapidly as possible what they feel is the other person's point of view regarding the matter in contention.

2. Parties come together (with a mediator who established whatever appropriate discussion ground rules are necessary) and read to each other what they wrote. No interruptions until each has finished.

3. Each party either validates or corrects what was read to him or her.

4. The mediator helps both parties to look for points of agreement. Discussion is then focused on those points.

5. If there are no points of agreement, at least the confronters have heard each other, awareness has been increased, and more effective coping strategies (how to stay out of each other's way) may be developed.

Strategy B

This strategy is better suited to handling group disagreements but may be modified for use with individuals.

1. Both groups are brought together and divided into smaller groups of six to eight, with each group containing equal representation of opposing points of view. The groups are asked to discuss their basic points of disagreement for no longer than ten minutes.

2. The two opposing groups are then physically separated (sent to different rooms if possible) and each is asked to list on a large sheet of newsprint what the other group does that is causing the disagreement. The question may be asked, "What does the other group do that 'bugs' you or that causes you problems?" Focus on basic disagreements or resentments.

3. After completing the first list, each group is asked to list on another sheet what they imagine the other group is writing about them.

STRATEGIES FOR DEALING WITH CONFRONTATION (cont.)

4. The two groups are brought together. The newsprint charts are posted and read without any formal report. The questions are then asked, "What do you think about this? Any surprises? Is there anything you can agree on?" Attempt to identify similarities of perception and points of possible agreement.

5. Discussion may then continue, using any of the basic small-group or large-group communication techniques.

Source: School Morale: The Human Dimension by Marc Robert

GLOSSARY

GLOSSARY

attitude: a feeling or emotion leading to a mental position toward a fact or an object

barrio: (1) a district of a city or town in Spanish-speaking countries

(2) a Spanish-speaking neighborhood in a city or town in the United States

bigot: one obstinately or intolerantly devoted to his own belief or opinion

bigotry: behavior or beliefs ensuing from an obstinate or intolerant devotion to one's own belief or opinion

characteristic: a distinguishing trait, quality, or property

conflict: tension resulting from differing needs, drives, and beliefs

confrontation: a clashing of forces or ideas; dealing with a problem face-to-face

consensus: a general agreement arrived at by those concerned with a problem

culture: the customary beliefs, social forms and material traits of a racial, religious, or social group

difference: an element or factor that separates or distinguishes one object or person from another

discrimination: (1) the act or practice of differentiating categorically rather than individually; acting on a prejudiced outlook

(2) making a difference in treatment or favor on a basis other than individual merit

diversity: the condition of differing one from another; having various forms or qualities

equality: the state of being alike in quality, nature, or status for each member of a group, class, or society

ethnic: of or relating to races or large groups of people classed according to common traits and customs

fact: a piece of information presented as having objective reality

ghetto: (1) a quarter of a city in which Jews were formerly required to live

(2) a quarter of a city in which members of a minority group live especially because of social, legal or economic pressure

individual: existing as a distinct entity; a single person as distinct from a group

interracial: involving or designed for members of different races

minority: a part of a population differing from others in some characteristics and often subjected to differential treatment

myth: (1) a usually traditional story of ostensibly historical events that serves to unfold part of the world view of a people or explain a practice, belief, or natural phenomenon

(2) an unfounded belief held uncritically, especially by an interested group

prejudice: (1) a preconceived judgment or opinion; an opinion without just grounds or before sufficient knowledge

(2) an irrational attitude of hostility directed against an individual, a group, a race, or their supposed characteristics

problem: an unsettled question; a source of perplexity or distress

race: (1) a family, tribe, people, or nation belonging to the same stock

(2) a class or kind of people unified by community of interests, habits, or characteristics

racism: a belief that race is the primary determinant of human traits and capacities, and that racial differences produce an inherent superiority of a particular race

segregation: the separation or isolation of a race, class, or ethnic group by enforced or voluntary residence in a restricted area, by barriers to social intercourse, by separate educational facilities, or by other discriminatory means

stereotype: a standardized mental picture held in common by members of a group representing an oversimplified opinion, affective attitude or an uncritical judgment of another group

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